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ABSTRACT

This sixth grade unit is one of a sequential learning series of the Focus On Inner City Social Studies (FICSS) project developed in accordance with the needs and problems of an urban society. A description of the project is provided in SO 008 271. The units are designed to help students investigate the conditions under which people in other nations live as a result of the exercise of military, economic, and political power in their countries. The extent to which the United States is involved in guiding or controlling the exercise of power is an important issue which is examined. Students consider the moral use of world power in order to become better informed moral agents. This specific unit examines Viet Nam and the war which occurred there. Student inquiry areas include Vietnamese history through 1954, Vietnamese history since 1954, the economic system in Viet Nam, quality of life, and United States involvement in Viet Nam. The format of the unit includes teaching strategies, source materials, learning objectives, specific learning activities, and teacher and student resources. (Author/DE)

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VIET NAM
GRADE SIX, UNIT ONE
6.I

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

Project FICSS
(Focus on Inner City Social Studies)
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Fall 1970

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PROJECT FICSS

FOCUS ON INNER CITY SOCIAL STUDIES

Project FICSS is a federally funded investigation sponsored by the U.S. Office of Education under Title III of the Elementary and Secondary Education Act. It began on June 12, 1968, and is to conclude in June, 1971.

Purposes

According to the project proposal, the purposes of this investigation are:

1. to construct a K-12 inner city social studies curriculum.
2. to develop new materials and/or adapt available materials designed to implement the new curriculum, to field test these materials, and revise them as necessary.
3. to promote in selected central city school systems change in social studies curriculum and instruction which is in accord with the needs and problems of an urban society.

Organization

The grant was awarded to the Youngstown Public Schools in conjunction with four other northeastern Ohio school districts, Akron, Canton, Mansfield, and the Youngstown Diocese. Under the directorship of Dr. Melvin Arnoff of Kent State University, the original designer of the project, the five district social studies coordinators worked in concert to select a five-man team from each school district. These teams met together full time in the summers and part-time during the academic year. As a group they received the necessary input and participated in studies which helped prepare them for the challenging task of developing a social studies curriculum design for the inner city. In order to do this they needed to become knowledgeable in curriculum theory and the problems of the inner city.

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Temporary Products

At the end of the first summer study, some materials were developed for use by the schools during the ensuing year. These, however, are no longer in print since they were intended as temporary materials. They were designed to meet specific immediate needs in the direction of providing some modest corrections within the prevailing social studies curriculum of the participating schools to better balance the treatment of minority groups.

Developing the Curriculum Design

Following a series of conferences held during 1968-69 the unit writers from the five school systems had arrived at a tentative K - 12 curriculum design. This design was reviewed by lay and professional persons as well as a 60-man Board of Reactors. It was subsequently revised and expanded to include more detailed outlines of the specific units of each grade level. The curriculum design was finalized on April 14, 1970. Even this design, however, has not been sacrosanct. As the writing of individual units progressed, it became clear that some units were part and parcel of others, some lacked sufficient content to stand on their own, and others could be better written by revising the intended content. The final design, therefore, is the product of investigation, speculation, review, and revision in accord with practical pedagogy.

Unit Development

As was indicated above, the first products of this project were temporary units intended as first-aid to the obviously unbalanced curricula of the participating schools.

After the major portion of the curriculum design was completed during the summer of 1969, six units were developed to be classroom tested during the 1969-70 academic year. Sufficient data were collected on these units as they affected classroom achievement and attitudinal changes to permit judicious revision of the materials toward making them more effective in realizing the aims of the curriculum.

The major portion of unit writing was completed during the summer of 1970. During this time, all of the previously prepared units were revised or modified to be in accord with the April 14, 1970 design. Approximately 50 of the 69 units of the K - 12 design were prepared by the end of the 1970 seven-week writing session. Thirty-six of these units were thoroughly edited and prepared for utilization in 108 classrooms in the five participating districts during the 1970-1971 school year.

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Evaluation

The effect of these materials was evaluated by means of a design developed in accord with guidelines specified by the Division of Research, Planning and Development of the Ohio State Department of Education. The design called for the administration of an attitude and an achievement test prior to and following the teaching of the first semester units at each grade level, grades 1-12. While the cumulative effects of these units was being evaluated in one set of classrooms, a modest idea of the effect of each unit was being gained through the administration of achievement post-tests following the teaching of individual units in a second set of classrooms. (Although a pre-test post-test design would have been preferred, financial and other considerations obviated this possibility.)

Refining the Curriculum Design and Units

After the first semester units were classroom implemented and evaluated, the data were analyzed and utilized in unit revision. The units developed for the second semester were used in many classrooms, however, complete data on the effectiveness of these materials were not collected due to financial restraints and the improbability of immediately utilizing the data for unit revision prior to the legally imposed concluding date of the Project, June 11, 1971.

Utilization of the FICSS Curriculum Design and Units by Other School Districts

It is the firm conviction of the Project staff and unit writers that the FICSS curriculum makes a significant contribution toward developing a relevant social studies curriculum in Grades K - 12. Relevancy here refers to the ability of a curriculum to enable pupils to comprehend the front pages of the newspapers, to understand the variety of ethnic and national cultures and aspirations of the peoples of America, and to be able to deal intelligently with the public and personal issues which are germane to all of these areas.

Consequently, every school system is encouraged to review the products of Project FICSS and, should it find materials in harmony with its view of what is needed in the curriculum, to use these in part or in total, to adopt and/or adapt them as it sees fit. This way Project FICSS will truly have served as an exemplary project.

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INTRODUCTION TO THE CURRICULUM OF GRADE SIX

SCOPE OF THE CURRICULUM OF GRADE SIX

The units of grade six naturally grow out of those of grade five which had as their theme POWER IN THE STATE AND NATION. Grade six, therefore, is concerned with WORLD POWER. In grade five students learned about two major systems in which are invested some large degree of power, Government and Education. In addition, they learned about some of the elements of social power.

In grade six, the units are geared to help students investigate the conditions under which people in other nations live as a result of the exercise of military, economic, and political power in their countries. The extent to which the United States is involved in guiding or controlling the exercise of power is an important issue which is considered.

The existence of power is factual. How it should be exercised is moral. This is true even in the lives of sixth grade pupils; it is no less true of the world. Thus, pupils must consider the moral use of world power for only in this way will they progress toward becoming informed, oral agents.

Specifically the units in the sixth grade sequence are:

6.1 Viet Nam
6.2 Middle East
6.3 Czechoslovakia (1968)
6.4 Biafra and South Africa
6.5 Nazi Germany
6.6 The Moon

To some, the last unit may appear out of place, but it is not. National powers invest a large part of their resources in space exploration. Money is power and one must consider how it is to be used and on what priorities. Thus the 6.6 unit appears most appropriate as a concluding study for this grade level.

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SCOPE OF THE UNIT 6.1

VIET NAM

Perhaps no other war in recent years has been greeted by the American public with such a mixture of opposition and support as has that in Viet Nam. For this reason alone it would deserve study. But inherent in such a study is the possibility that pupils might also come to examine the nature of war itself and the effect it has upon the people who live in its midst and even upon those in this country whose resources are being supplied to feed it.

Some of the major questions which pupils may answer through the study of this unit are:

1. Why is the United States in Viet Nam?
2. What has happened to the Vietnamese people during the war?
3. Who was Ho Chi Minh?
4. How do the Vietnamese make a living?
5. What kind of government do they have in Viet Nam?

INTRODUCTION

Introduction to a Unit Teaching Strategy Incorporated in FICSS Units

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey, which have been corroborated by Piaget.

2. The basic steps for this strategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time, develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen that the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. In addition, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.*

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*Information taken from a monograph by Dr. Melvin Arnoff.

AN OUTLINE OF A
TEACHING STRATEGY INCORPORATED INTO FICSS UNITS

PHASE	PURPOSE
I. Introduction	To motiviate students.
II. Raising of Questions	To list students' questions.
III. Categorization of questions by students	To organize ideas. To provide experiences in critical thinking.
IV. Formation of and instructions to committees	To form groups for social or psychological ends. To place responsibility for learning upon the shoulders of students.
A. Tasks	To let students know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors of leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

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PHASE	PURPOSE
V. Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI. Committee Reports	To develop and rehearse the presentation to the class.
VII. Perspective and overview	To hear the reports of each committee which has sought answers to the questions of the class.
VIII. Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX. Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.
	To gain further perspective and to enhance recall.*

00011

MINIMUM ESSENTIAL MATERIALS
(FICSS KIT)

The following materials are considered essential for teaching this unit:

BOOKS:	TEACHER	PUPIL	COST
1. Duell, Hal. Viet Nam, Land of Many Dragons. New York: Dodd, Mead and Co., 1968, $3.69 each	1	1	$ 7.38
2. Caldwell, John C. Let's Visit Viet Nam. New York: The John Day Co., 1966, $2.86 each	1	1	5.72
3. Cooke, David C. Viet Nam: The Country, The People. New York: W. W. Norton and Co., Inc., 1968, $4.51 each	1	1	9.02
4. Dareff, Hal. The Story of Viet Nam. New York: Parents Magazine Press, 1966, $4.50 each	1	4	22.50
5. Henderson, Larry. Viet Nam and the Countries of the Mekong. Camden, New Jersey: Thomas Nelson and Sons, 1967, $3.60 each	1	4	14.40
6. West, Fred. Getting to Know the Two Viet Nams. New York: Coward-McCann Inc., 1963, $2.52 each	1	1	5.04
7. Buttinger, Joseph. Viet Nam: A Political History. New York: Frederick A. Praeger, 1968, $3.95 - paperback.	1		3.95
FILMSTRIP:			
Viet Nam: Flight of a People. 1967-68 (46 frames, color) available from Scholastic Filmstrips - 1 copy $6.25			6.25
		TOTAL	$74.26

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* Standard Page

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OBJECTIVES

Knowledge

The pupil will know that:

1. The Chinese controlled Viet Nam Territory for 1,000 years.
2. The Vietnamese people used Chinese ideas but altered them to fit their own way of life.
3. The Chinese, in 1,000 years, failed to bring about the assimilation of the Vietnamese people.
4. There are three basic reasons why the Vietnamese were not assimilated by the Chinese. (See Content Section $1A_2$).
5. Viet Nam was free from foreign rule for 900 years after the Chinese domination.
6. Viet Nam started with area which is now North Viet Nam.
7. Viet Nam expanded by conquering Champa, a country which was where South Viet Nam is today.
8. Viet Nam has been separated into North and South several times in its history.
9. There were reasons France was interested in obtaining the Viet Nam Territory as a colony. (See Content Section).
10. France occupied Viet Nam with military force starting in the South and moving to the North.
11. France controlled the local governments and destroyed the traditional organization.
12. France remained in Indochina until World War II.
13. Japan occupied Viet Nam during World War II.
14. Japan's occupation put France out of control and gave rise to new nationalist hopes and eventual independence.
15. The Vietminh was instrumental in the Vietnamese push for independence. (See Content $1D_4$ 6 - $1E_4$).
16. When Japan was defeated, the Vietnamese soon claimed their independence.
17. The French were able to again control with British and American aid to Indochina.
18. The Vienminh started a guerrilla war to keep the French out.
19. The United States supplied military aid to France for their re-conquest.

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Objectives (Cont.)

20. The defeat of the French at Dien Bien Phu marked the end of French domination in Viet Nam.
21. The agreement of the Geneva conference was honored.
22. The Vietnamese traditionally fear China.
23. According to the "domino theory" if one country goes Communist, its neighbors will follow.
24. Diem became the leader of South Viet Nam because he was picked to support a position favorable to the U. S. (See Cont, IIB).
25. Diem's government faced serious problems which probably led to his assassination. (See Content, IIB 3, 4).
26. Diem had strong opposition in the South.
27. The Vietcong started guerrilla war against Diem's government after he moved against the Vietminh.
28. There was religious conflict in South Viet Nam during Diem's government between Buddhist and Catholics.
29. The United States escalated military aid to support Diem.
30. The United States sent combat troops to "save" the South.
31. The government was very unstable in South Viet Nam after Diem's fall.
32. The government stabilized under Marshall Nguyen Cao Ky and nine other generals.
33. Troop quotas for the U. S. were raised again and again.
34. An election was held in 1967 in the south and new government formed.
35. Elections were not considered valid by many South Vietnamese.
36. Peace talks are being carried on in Paris.
37. President Nixon planned the Vietnamization of the war and eventual troop withdrawal.
38. The Viet Nam debate is complicated and has no easy, simple solution.
39. A Buddhist is a follower of Buddha, who drew up a moral code and taught that a soul is reborn in various forms until it fully obeys all rules of the code. Then it goes to Nirvana.
40. A guerrilla is a jungle fighter, usually a member of an organized but unofficial group of soldiers.
41. Ho Chi Minh was Communist leader in North Viet Nam, now deceased.
42. Ngo Dihn Diem is the first President of Republic of Viet Nam.
43. The traditional economics of both North and South Viet Nam is based on rice farming.
44. The French started large scale agriculture in Viet Nam.
45. Colonies served the French as sources of raw materials and markets for furnished goods.

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Objectives (Cont.)

46. France spent money in Viet Nam but also made profits from Viet Nam.
47. Industry did not develop in Viet Nam.
48. The French colonial system was unjust to the people of Viet Nam.
49. Foreign economic and military aid unbalance a traditional economy.
50. Foreign economic and military aid for the North came mostly from the U.S.S.R. and China; the U. S. supplied the largest amount of aid for the South.
51. The North has industrialized at a faster rate than has the South.
52. Education has proceeded at a faster rate in the North than in the South.
53. U. S. supplies frequently find their way onto the black market and consequently do not serve their initially intended purposes.
54. Factories have helped some people in cities earn a better living.
55. Education is emphasized in both the South and North, but more so in the North.
56. The cities still have great poverty.
57. Crime and vice are large problems in the cities.
58. North Viet Nam has received almost as much aid from Communists as the South has from the U. S.
59. Bombing made life hard in the North both physically and economically.
60. The standard of living is still borderline subsistence in most of the South.
61. Whole villages are moved and refugees have a hard job subsisting in refugee camps.
62. There is rationing in all areas of necessities in the North.
63. The South, due to better agricultural conditions, is better able to feed itself than the North.
64. Military advisors started under President Eisenhower, but grew to large numbers under Presidents Kennedy and Johnson.
65. First combat troops entered Viet Nam under President Johnson.
66. The Tonkin Gulf resolution gave great power to the President.
67. Bombing took place in both North and South Viet Nam.
68. Peace talks were postponed many times because the United States would not agree to them being held.
69. The bombing of the North stopped and peace talks soon after began.
70. President Nixon's plan for withdrawing troops from Viet Nam. (See Content).
71. The United States Army invaded Cambodian territory in 1970.
72. The results of that Cambodian action. (See Content).
73. There are objections to the war.
74. Many critics of the Viet Nam War consider it a civil war.

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Objectives (Cont.)

75. Many critics of the Viet Nam War consider both governments undemocratic.
76. In the U. S. Senate, there are men for and against the war.
77. Many people have taken part in demonstrations and discussions against the war.
78. The country is deeply divided over the war issue.
79. Taxes were raised to fight the Viet Nam War.
80. The Viet Nam War costs huge amounts of money.
81. Many people feel that the War costs so much that other programs for Americans do not receive enough money.
82. Many people feel the war War is immoral because of the civilians being killed.
83. People feel the War is immoral because of the destruction of homes and the refugees that are produced.
84. People feel the War has a bad effect on American soldiers.
85. Peace candidates had an impact on American political life.
86. Professional people are forming groups to voice their opposition to the War.

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Objectives (Cont.)

Skills

The pupil will be able to:

1. Organize and prepare a presentation to share information with the class based on the activities listed in the unit.
2. Use a map or globe to identify areas discussed in the unit: minimumly Viet Nam and maximumly Indochina.
3. Evaluate the classroom presentations given by their own and other committees.
4. Interpret audio-visual materials to secure information.
5. Formulate concepts from isolated facts.
6. Plan rules of behavior for the group and its leader.
7. Construct audio-visual material to correlate with his work.
8. Determine relevant material and reject irrelevant materials.

Attitudes

The pupil will:

1. Respect the historical background of the Vietnamese people, as evidenced by willingness to learn about them.
2. Believe in the importance of cooperation in gaining and keeping freedom and peace in the world, as evidenced by an understanding of the importance of cooperative effort.
3. Desire to learn the truth behind the headlines in our newspapers and news media, as evidenced by his asking and seeking answers to his questions raised via the media.
4. Desire all the facts obtainable about a problem and evaluate these facts carefully before forming an opinion, as evidenced by willingness to research the problem and ponder all the research data available before making opinionated comments.
5. Realize the United States may have made mistakes in foreign policy and may well make mistakes in the future, as evidenced by doing research and the conclusions formed from that research.
6. Realize that students working together in committees can gather more information than can individuals working alone, as evidenced by his contributions to the committee's final presentation.

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Objectives (Cont.)

Behaviors

The pupil will:

1. Accept responsibility, as evidenced by his help in completing the committee's assignment.
2. Cooperate in the group to which he is assigned.
3. Remain open-minded and will look at all sides of an issue before making decisions.
4. Participate in group discussions.
5. Remain courteous, even if he disagrees with the point at hand.

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
1. Introductory Activities	A. Introduction of the year's work	

Some possible approaches:

1. On the first day of school, ask the children to bring in many different daily newspapers and magazines. On a following day have the children analyze the front pages and the magazine features to answer the question "What are the major problems facing the world today?".

   They will probably list Viet Nam, the Middle East and others. The teacher may then indicate that since Viet Nam is such a vital world problem, it will be our first study of the year.

   or

2. The teacher may utilize a standard classroom size map of the World and prepare some "fires" cut from construction paper. The teacher can ask, "Where are the 'hot spots' in today's world?", and the children can answer the question by placing the "fires" in the spots they feel are the hottest.

   The teacher can then indicate that the class will study several of these hot spots during the year. Their first unit, however, will be on Viet Nam.

B. Unit Introduction

1. Peaceniks on parade

   The teacher may show some pictures of demonstrations, marches, debates, etc., both for and against Viet Nam. The teacher may then ask the children to discuss the pictures and lead the children to point out the opposing views that have caused the demonstrations, etc.

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
1. Introduction Activities (Cont.)	The teacher would then try to commit the children to the task of learning why so many people are disagreeing over the country's policy. The teacher might then ask for questions about Viet Nam that the children would like answered so they can better understand the Viet Nam debate going on among the adults around them.	
	2. Verbalizing in Vietnamese The teacher may make cards on which are displayed Vietnamese words such as those listed here.	

ENGLISH	VIETNAMESE	PRONUNCIATION
Hello	Chao	Chow
Good-bye	Chao	Chow
We are friends	Chung ta la ban	Choong tah lah uh-n
Thank you	Cam on	Cam uh-n
Please	Moi	Muh-y

NOTE: In Vietnamese, these words would always be used on longer phrases, not singularly as in English. Also tonal quality distinguishes meaning, and it is not possible to reproduce the tones here. Several words in Vietnamese may be spelled the same, but have totally different meanings depending on the tone. For example, the word for "please" is the same as the word for "savage". Also, the words for "hello" and "good-bye" are synonymous.

Getting to Knowthe Two Vietnams, Fred West.

Having used either the first or second activity or an original one developed by the teacher, the class may yet need to be exposed to materials which will help them develop specific questions on Viet Nam.

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
1. Introductory Activities (Cont.)	3. Bulletin board Develop a bulletin board on which you have placed items which will stimulate questions about: a. the history of Viet Nam previous to the current problems. b. the history of Viet Nam during the Japanese and/or French occupation. c. Ho Chi Minh. d. current happenings in Viet Nam (Vietnamization, troop withdrawal, etc.). 4. Book display Either separate from or in addition to the above, create a book display in which you include books which will lead to questions in each of the above four areas. 5. Realia Create a display of realia, real things which have their origin in Viet Nam. 6. Quartertone time Play some Vietnamese music on the phonograph and ask students if they can identify the country.	

STRATEGY	LEARNING ACTIVITIES	MATERIAL
I. Introductory Activities (Cont.)	7. Saigon Says... Tape record a news report from Saigon. Play it for the students and ask them what they know about the problems there. Ask them also what additional information they would like to have. Pupils should be asked to view the displays etc., with the idea in mind that after so doing they would be asked "What would you like to learn about Viet Nam?".	

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STRATEGY	LEARNING ACTIVITIES	MATERIAL
II. Raising Questions Pupils should raise questions which can structure the scope of the unit.	After the class has experienced your planned introduction to Viet Nam, ask them what they would like to know about Viet Nam. If at first they are somewhat sluggish in asking their questions, remember, it is usually the teacher who has asked most of the questions to this point in their school career. Thus, they will need encouragement and patience until they develop some confidences and skill in asking questions. When the tide of questions somewhat ebbs, or if the teacher finds that the questions are not well spread across the various categories, he may choose to ask the class if they have any question about some specific element in the introduction to which he specifically refers. (he may refer to a photo on the bulletin board, a book, etc.) Some of the questions the students might ask are: 1. Why is Viet Nam important to the United States? 2. How did the United States get into the war in Viet Nam? 3. What are the problems at the Paris peace talks? 4. What has happened to the people because of the prolonged war? 5. What has happened to the economy of the country due to the war?	

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STRATEGY	LEARNING ACTIVITIES	MATERIAL

III. Categorizing Questions

A. To organize the questions raised by the class into researchable topics.

B. To identify topics which can be pursued by class committees.

The class can be guided into organizing the questions they have raised by asking them which questions talk about the same thing as questions 1, 2, etc. Later they can label these categories.

The writer of this unit, of course, is unable to predict what categories the class may decide upon. It does seem reasonable that they might come upon the following five topic areas, each of which contains approximately the same amount of subject matter as the others, with the exception of section four, which is somewhat smaller due to the scarcity of material.

Committee A - HISTORY OF VIET NAM TO 1954	(Blue)
Committee B - RECENT EVENTS IN VIET NAM (From 1954)	(Pink)
Committee C - ECONOMIC LIFE OF VIET NAM	(Yellow)
Committee D - THE QUALITY OF LIFE IN VIET NAM	(Green)
Committee E - U. S. INVOLVEMENT IN VIET NAM	(Blue)

The content of this unit has been organized according to these topics. It can, however, be reorganized according to the topics determined by the class. The content can easily be located by turning to the color-coded pages which identify each content area. The first section of the content (green), contains general background knowledge applicable to all committees.

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STRATEGY	LEARNING ACTIVITIES	CONTENT
IV. Formation of and instructions to Committees 1. To identify the necessary tasks of the committees.	The students may wish to work in groups to pursue those topics which most interest them. The content might also be revealed through a more traditional approach, but the FICSS unit writers believe it of great importance that pupils learn the skills and the problems associated with cooperative efforts. Thus the, recommend the committee as the agent for seeking factual information. The committee organization also allows for individual excellence, especially as it is perceived as effecting group goals. Activities Discuss and decide on something like this: Class discussion concerning: 1. The tasks of a committee 2. The roles of committee persons 3. The sources of information	A. Tasks of Committees 1. Organize committee a. Random selection by teacher or students. b. Ranking by students of choices on slips of paper. c. Using sociograms to achieve balance within a committee (may be homogenously or heterogeneously based). 2. Utilize class questions as starting point for planning committee work. 3. Add new questions suggested by committee members. 4. Assign research, find information, coordinate information, develop and present.

00025

STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
2. To determine desired roles in committee operation.		B. Roles in a Committee 1. Leader a. To help make everyone become a part of the group. b. To let everyone have his turn at the "good" group jobs. c. To solicit ideas from all members of the group. d. To permit the group to decide which ideas are best. e. To keep the group moving to get its job finished in the best way it can. f. To help your group decide what its job is. 2. Group Member a. To help the leader carry out plans. b. To complete the work assigned him. c. To work without disturbing other group members. d. To ask other members for their ideas. e. To select only those ideas which help the group do its best work. f. To make other members of the group feel welcome.	

00026

STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
3. To determine desired roles in committee operation.		3. Secretary a. Record group decision b. Verify motions and decisions c. Aid committee in coordinating research	
4. To identify sources for obtaining necessary information.		C. Finding Information (See Section I) 1. Textbooks and books a. Use of index b. Use of glossary, appendix, map lists, illustrations 2. Encyclopedias a. Use of key works; letters on volume, index, class reference 3. World Almanac 4. Pamphlets 5. Pictures 6. Filmstrips 7. Charts, cartoons, posters, graphs 8. Records 9. Community Discussion possibilities for presentation: 1. Reports 2. Panel and round table discussions 3. Visual aids 4. Audio aids.	

22000

STRATEGY	LEARNING ACTIVITIES	MATERIAL
V. Information Retrieval	SOME SUGGESTED INFORMATION RETRIEVAL ACTIVITIES	

1. Make maps of U. S. and Viet Nam in same scale.
   a. to compare size.
   b. to show location of important cities.
   c. to show location of historical events.
   d. to be able to follow the event of the war.
2. Listen to records about Viet Nam; include music.
3. Make tapes of radio and television broadcasts from programs, debates, news reports, etc. about the war.
4. Keep newspaper clippings in scrapbook on Viet Nam.
5. Show filmstrips and movies on Viet Nam.
6. Ask a speaker to come in who has been in Viet Nam or has expertise in this area. (Be careful about, or be sure to analyze bias or a limited frame of reference, or balance this opposing point of view).
7. Use resource books listed in the unit.
8. Encourage students to prepare displays of pictures, transparencies, and drawings containing pertinent information for study or comparison.
9. Make up banner headline for each crucial event in Viet history from 1940 to 1970.
10. Make a classroom library of periodicals which contain pertinent information. As pupils come across content of concern to other committees, inform them.
11. Interview Viet Nam veterans.
12. Interview (by phone or in person) some of the anti-war groups. Tape the interview and share it with the class.
13. Write to the Secretary of Defense for position papers. Write to 'hawk' and 'dove' Congressmen.
14. Write to the Newsweek Educational Program for information on Viet Nam. (see bibliography)

82000028

STRATEGY | CONTENT | MATERIAL

V. Information Retrieval

*Brief geographic factors on the two Viet Nams.

	NORTH VIET NAM	SOUTH VIET NAM
Area	61,294 sq. mi.	66,000 sq. mi.
Population	19,000,000	16,124,000
Percent living in cities	8%	15%
Capital	Hanoi (pop. 850,000)	Saigon (pop. 1,650,000)
Chief port	Haiphong (on the Gulf of Tonkin)	Saigon-Cholon (on the Saigon River)
Main river	Red River	Mekong River
Leading products	Textiles, cement, coal, metals, rice	Rice, rubber, tea, coffee, corn, pepper
Average annual output	$80 per person	$114 per person

*American Observer - September 18, 1967

62000

STRATEGY	CONTENT	MATERIAL

V. Information Retrieval

Background information for total unit.

Usable by all committees and teacher.

A GENERAL VIET NAM CHRONOLOGY FOCUSING ON THE LAST THIRTY YEARS

1940-45: Japanese troops occupy French-ruled Indochina (present-day Laos, Cambodia, and North and South Viet Nam). Vietnamese independence movement led by Ho Chi Minh, a Moscow trained Communist, opposes the Japanese. When war ends, France regains control over Indochina.

1947-54: Fighting breaks out between Vietnamese nationalists (Viet Minh) and French. Viet Minh combines Communists and non-Communists under Ho Chi Minh's leadership. Viet Minh gets aid from Communist countries; France gets aid from U. S.

1954: After serious defeat at Dien Bien Phu, France agrees to withdraw from Indochina. Geneva Agreements of 1954 provide for temporary division of Viet Nam into a northern half and a southern half, with free elections to unify the country in two years. Ho Chi Minh set up Communist government in North Viet Nam. Non-Communists set up government in South Viet Nam. Communists at peak of strength; President Eisenhower later declares Ho Chi Minh would probably have won 80% of vote throughout Viet Nam if immediate elections had been held. U. S., under Southeast Asia Treaty Organization (SEATO), pledges to defend South Viet Nam if it is attacked.

1955: President Eisenhower sends 300-man U. S. military aid mission to South Viet Nam.

1956: South Vietnamese President Ngo Dinh Diem refuses to hold reunification elections on ground that free elections are impossible in Communist-ruled North Viet Nam. Meanwhile, some 900,000 refugees from North Viet Nam have fled to South.

00030

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Background information for total unit. Usable by all committees and teacher.	1956-61: Communist-led guerrillas organize uprisings against Diem regime. Guerrilla fighters, called Viet Cong, harass government by means of propaganda and terrorism. In 1961, rebels organize political unit, National Liberation Front (NFL). 1961: Advisers to President Kennedy call for 10,000 U. S. troops to help advise South Vietnamese government. U. S. sends 2,000 men. 1963-64: Wave of demonstrations by dissident Buddhists protest against alleged repression by regime of President Ngo Dinh Diem. Military coup overthrows Diem in November, 1963; he and brother assassinated. Several shaky military governments come and go in South Viet Nam. 1964: Charging that U. S. ships in the Tonkin Gulf off North Viet Nam had been attacked by North Vietnamese torpedo boats, President Johnson orders bombing attacks on North Viet Nam. Congress passes Tonkin Gulf Resolution authorizing President to "repel any further aggression". 1965: U. S. begins systematic bombing of North Viet Nam, sends first actual combat troops to South Viet Nam. In July, President Johnson announces major increase in U. S. troop strength. Meanwhile, military regime of former air chief Nguyen Cao Ky consolidates control of South Vietnamese government. 1967: Ky regime organized elections. Winning slate: Lieutenant General Nguyen Van Thieu, president; Ky, vice-president. Observers sent by President Johnson say election was fair, report 83% of those eligible voted. Meanwhile, criticism of war mounts in U. S. as Senate Foreign Relations Committee holds controversial hearings, criticizes President Johnson's conduct of the war.	

00031

STRATEGY		CONTENT	MATERIAL
V. Information Retrieval Background information for total unit. Usable by all committees and teacher.	1968:	Communist offensive strikes wide area of South Viet Nam during Vietnamese New Year in late January and February. U. S. officials report Communist losses as tremendous. But allied optimism declines, several programs set back. On March 31, President Johnson announces restrictions on bombing of North Viet Nam. Talks between North Viet Nam and U. S. begin in Paris in May. All U. S. bombing of North Viet Nam stops on November 1.	
	1969:	Expanded peace talks in Paris get under way on January 25, between U. S. and South Viet Nam, North Viet Nam, and NFL.	

00032

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A History Through 1954	I. History Through 1954	

A. Chinese domination (ending 939 A.D.)
1. Chinese controlled Viet Nam territory for 1,000 years.
a. Became a colony or protectorate governed by Chinese officials.
1) Got pledge of allegiance from Lords of Viet Nam.
2) Governors did not interfere in local politics.
b. Chinese technical progress changed the economic basis of Vietnamese life.
1) Introduced plow.
2) Enabled Vietnamese to produce for export.
c. Vietnamese accepted Chinese ideas but altered them to fit their own situation.
d. The Chinese failed in their attempt to assimilate the Vietnamese.
e. Dominations ended in 939 A.D.

B. 900 years of independence and growth
1. Viet Nam started with just the area which is now North Viet Nam.
2. Champa, the country to the south was conquered by the North.
3. Country split several times during independence era into North and South Empires.
a. In 16th century, first political division occurred and lasted 50 years.
b. In 1620 the country split again and remained separate for 150 years.
c. A lasting unification did not occur until 1802.
1) South won civil war.
2) Needed foreign technical and military aid.
4. During independence, strong governments kept out European exploitation by force.
5. A series of weak rulers and internal troubles later left Viet Nam ready for conquest.
6. Many European countries had trade bases in Viet Nam but France decided to control and exploit it to the fullest.

00033

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A History Through 1954 (Cont.)	C. French colonialism 1. France involved in Viet Nam primarily for two reasons. a. First, they went for trade and economic wealth. 1) Colonies acquired in the national interest became areas of economic activity for private enterprise. 2) Those in favor of colonialism may have talked as humanitarians, but they acted to gain their own economic benefits. b. Second, in the beginning, France went as Roman Catholic missionaries to convert the masses. 1) The missionaries wanted France to intervene when local government was hostile. 2) Strongly supported a military confrontation between France and Viet Nam. 3) Pope's blessing was sought for French action against Viet Nam. 2. After French got a good foothold in Viet Nam, missionary purposes ceased to be as important as before. a. France's first stronghold was Saigon in the South. b. From the Saigon base the North was attacked. c. The Vietnamese Emperor made peace and concessions to France because of rebellion among his own subjects. 1) His authority was being challenged in the North. 2) He needed all his army to control his own subjects. 3. France was granted protectorate rights over all of Viet Nam, Laos, and Cambodia. a. Viet Nam split into three administrative units because of irregular pattern of military occupation. 1) Cochinichina, South. 2) Tonking, North. 3) Annam, Central. b. All were governed by French officials. c. Along with Laos and Cambodia, these three made the five states of French Indochina.	

00034

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee A History Through 1954 (Cont.)	4. Changes introduced by the French. a. Shook up and destroyed the old government systems of the country. 1) French controlled the Emperor. 2) Local officials or mandarins lost most of their power. 3) French schools abandoned the old Confucianist teachings; studied modern subjects. 4) French language became official and was only language taught besides Vietnamese. b. Only French speaking Vietnamese could hope for government positions under the French colonial government. 5. France remained in Indochina until World War II and the coming of the Japanese. D. Japanese occupation 1. Fall of France to Germany in 1940 weakened the defense of French Indochina. a. Indochina was cut off from the home country. b. This made Japan want to take Viet Nam. 1) Since Japan was at war with China, Viet Nam was a prime military target, since it bordered China. 2) It also bordered Thailand and would put Japan in easy reach of other Asian countries. 3) Just as importantly, rice and raw materials were needed to supply the Japanese war machine. 2. Japan issued an ultimatum to the governor general of Indochina. a. After a brief bloody battle the outnumbered French resisted no longer. b. Japan thus compromised and won military and later, economic control of Indochina. 1) French officials still ran country, but for Japan. 2) French police were allowed to put down native uprisings. c. Japan signed treaties with France to receive all exports from Indochina. 3. As the war went badly for Japan, conditions of the masses also became worse.	

00035

V. Information Retrieval

Committee A

History Through 1954 (Cont.)

a. Grain was distilled for gasoline and burnt as fuel to produce electric power.
b. Because of this, 1.5 to 2 million people died of starvation in 1945.

4. Japan's occupation gave rise to new nationalist hopes for the Vietnamese people.
   a. Vietnamese nationalists obtained China as an ally.
      1) China let Vietnamese train on their land.
      2) Gave $100,000 a month to finance Vietnamese.
   b. Vietminh was strongest nationalist group.
      1) Leader of Vietminh was Ho Chi Minh.
      2) Vietminh supplied intelligence about Japanese through working with OSS.
   c. Vietminh leadership was Communist.
      1) China put Ho in jail for a year.
      2) OSS got China to release him because he was a good leader and they thought he would make the Vietminh more effective.
   d. Another Vietminh leader, Giap was getting an army ready for the time when the chance came for independence.
5. In 1945, Japan suddenly seized complete control of Indochina.
   a. The Japanese surrounded the French soldiers and officials and captured them.
   b. Japan then proclaimed the independence of Viet Nam.
      1) Finally free of French rule.
      2) Bao Dai became Emperor.
6. The Vietminh took advantage of the change in power.
   a. They were superior to other national groups in three ways:
      1) They were trained in underground revolutionary activity.
      2) They possessed a workable political strategy for mass action.
      3) They had the most able leaders.
   b. Not anticapitalistic, but preached only national liberation.
   c. As Japan moved toward defeat, the Vietminh took over the government.
   d. Emperor gave up his throne and expressed support for the Vietminh.

00036

V. Information Retrieval

Committee A

History Through 1954 (Cont.)

e. The Japanese stayed neutral during the takeover and thus made it possible.

7. September 2 - the Democratic Republic of Viet Nam was begun.

E. Return and defeat of the French

1. British occupation force, under Major General Douglas Gracey, helped French take away Viet independence right after it was achieved.
   a. British rearmed 5,000 French troops who had been prisoners in Saigon.
   b. Ordered Japanese troops to fight in support of French troops against Vietminh.
   c. Communists not strongly in charge in the South. This internal problem helped the French.
   d. In September, 1945, the British allowed the French coup d'etat returning Viet Nam to its colonial position under Paris rule.
   e. Thereafter, began an eight year colonial war which did not attract general attention in the United States probably because of Korea.
      1) U. S. did supply vehicles and other relief equipment to French in Indochina.
      2) This seems to endorse the French reconquest.
2. Viet Nam and France made an agreement of benefit to both sides.
   a. Ho and France agreed in 1946 whereby France would recognize the Republic of Viet Nam as a "Free State" within the French Union, with its capital in Hanoi.
   b. In return, Ho agreed to the stationing of French troops in the North, but they would be withdrawn in 1951.
   c. The French agreed to permit a referendum as to whether all of Viet Nam would become a unified, independent State within the French Union.

00037

V. Information Retrieval

Committee A

History Through 1954 (Cont.)

3. France broke both agreements.
   a. In 1946, a French Admiral D'Argenlieu who was in charge of Indochina, established and recognized a puppet government in South Viet Nam.
   b. China and France made an agreement also for the removal of Chinese troops.
      1) French troops replaced Chinese.
      2) Now France could move to take control of the government in the North also.
4. Vietminh and Ho government retreated from Hanoi to the northern mountains.
   a. Giap continued to build his army.
   b. Vietnamese hatred for France was so intense that Vietnamese, whether communist or not, rallied behind Ho and the Vietminh.
   c. A guerrilla war lasting eight years was fought and won by the Vietnamese.
   d. The Vietminh got stronger with aid from the newly victorious communists in China. (1949)
   e. Finally defeated France in Dien Bien Phu.

F. Reasons for United States Involvement
1. France created three states in 1950 from Indochina, Laos, Cambodia and Viet Nam.
   a. French retained control of foreign relations, armed forces, and finances.
   b. Now three colonial states for France instead of one, no real change in policy.
2. In 1950, Ho Chi Minh secured recognition from the Soviet Union and communist China for his government in North Viet Nam.
3. U. S. and Britain called this government Communist and pledged aid to the French governments.
   a. In 1950, President Truman announced aid officially and for the first time the U. S. was officially committing American arms, money, and military advisors to a colonial war on the side of a colonial power.

00038

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A History Through 1954 (Cont.)	b. Reasons for aid: 1) Fall of China to Communists made appeal from French for aid more acceptable since they were fighting the "advance of Communism". 2) Overt attack by Communists in Korea in 1950. 3) Recognition of the Ho Chi Minh government by Communists also in 1950. c. In 1950, 35 American military advisors arrived in Viet Nam. 4. The U. S. was really against colonialism in Asia, but it worried about Communism taking the place of the European as the left. a. U. S. policy lost in China. b. Came to a stalemate in Korea. 5. Viet Nam, the traditional barrier to Chinese ambitions in Southeast Asia was in danger of becoming Communist. 6. President Eisenhower decided to continue and increase aid. a. Eisenhower, in a speech, said that the "loss of Indo-china will cause the fall of Southeast Asia like a set of dominoes". Thus the domino theory - the loss of Viet Nam would set off a chain reaction of Communist victories across Southeast Asia. b. Eisenhower tried to send aid directly to South Viet Nam government, but French still wanted control of aid. c. By 1954, U. S. aid had totaled one billion dollars.	

000039

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B History Since 1954	I. History through 1945 to today A. U. S., France, Britain, the Soviet Union, and Communist China met in Geneva for talks on Asia. 1. Reasons for meeting were to work out solutions to Korean and Indochinese problems. a. When Korean talks were finished, the meeting received news of Dien Bien Phu. b. Powers were interested in an agreement on Indochina, but were also interested in other problems as well. 2. The European Defense Community played a part in the conference. a. The U. S. and Britain wanted to start EDC and felt they could not overpressure France on the Indochina question. b. The Soviet Union was interested in blocking EDC and pressured Ho Chi Minh to make concessions to France which Ho did not feel were justified. c. Communist China was trying to present a more moderate picture to the world and cooperated with the Soviets in forcing Ho to ease his demands. 3. The conference agreed: a. Ho Chi Minh would pull regular Vietminh forces out of South Viet Nam back above the 17th parallel. b. Viet Nam was to be divided into two parts - Ho and Vietminh would rule the North - the Emperor and his newly appointed Premier Ngo Dinh Diem would rule the South. c. Population was to be allowed to move freely from one zone to another. d. Division not meant to be permanent because agreement called for nationwide elections to be held by July, 1956.	

000040

V. Information Retrieval

Committee B

History Since 1954 (Cont.)

e. The International Control Commission was to supervise observance of all agreements - Commission was India, Poland, and Canada.
f. Neither U. S. nor South Viet Nam signed agreements.
g. Principal gain of the Vietminh was international recognition of their control over North Viet Nam.

4. Agreement resulted in mass migrations both North and South.
   a. Many Vietminh supporters went North, although not all.
   b. Flow of refugees went South, 85% Catholic, perhaps 900,000 in all.
   c. Communists, not expecting many people to leave, finally tried to stop migration.
   d. Refugees in the South just added to the many problems of Diem's government.
5. Agreement resulted in U. S. forming SEATO agreement and Manila Pact to give Indochina a guarantee against aggression from the outside and subversion from within.

B. Support for Diem and Increasing Involvement in Viet Nam by the United States
   1. Reasons U. S. supported Diem to power in the South:
      a. U. S. needed a stable government in Viet Nam to repel Communism.
      b. Government had to be strongly anti-Communist, anti-French, and pro-nationalism.
      c. Had to be a good administrator with a clean record of affiliation with no one.
      d. Diem seems to be best at meeting these conditions and was strongly supported by the U. S.
      e. Diem had made contact in the U. S. which also helped in getting support.
         1) Lived in U. S. from 1951-1953.
         2) Lectured at American Universities.

00041

V. Information Retrieval

Committee B

History From 1954 to Today (Cont.)

3) Won support of: Francis Cardinal Spellman, Justice William O. Douglas, Senator Mike Mansfield, Senator John F. Kennedy.

f. Diem did not have a political party. He was a proud, stubborn man bent on having his own way. He trusted few people except his family and some close friends.

2. U. S. position when Diem came to power:
   a. No American armies were in Asia.
   b. No commitment to aid colonialism or to suppress nationalism in Asia.
   c. No Unilateral military intervention; a resort to force only under some international sanction, such as U. N.
   d. Specifically in South Viet Nam the U. S. supplied aid through money, supplies, and arms, but not U. S. armies.
3. Problems of the Diem government:
   a. Had no administrative corps to get officials from since the French officials were leaving and those Vietnamese who worked under the French were not welcome.
   b. Great areas of Viet Nam were controlled by Diem's opposition, all of which had armies.
      1) Two religious sects were his major opposition, the Cao Dai and the Hoa Hao.
      2) A Criminal syndicate, the Bink Xuyen, controlled the Saigon police.
   c. Diem started attacking each opponent in turn, often against U. S. advice, and won.
   d. Refugees from the North needed housing, food, and employment.
   e. The Communists were not involved in opposition to Diem because they expected to win the election in 1956.

00042

V. Information Retrieval

Committee D

History Since 1954 (Cont.)

f. Now only one man between Diem and total power in the South, Emperor Bao Dai.
g. Election of 1955, Diem ran against Bao Dai and won. He would have won anyway but his brother manipulated the election giving Diem 93% of the vote.

4. The Diem government:
a. Although South Viet Nam was supposed to be a republic, Diem, with the help of his brother set about the task of concentrating all power in their own hands.
b. Eventually, South Viet Nam government was a family dictatorship.
c. In 1955, Diem told the Communists he would not hold the 1956 elections.
1) He defended his action by saying neither he nor the U. S. had signed the agreement.
2) He knew the election would be between himself and Ho and Ho Chi Minh would be most likely to win.
d. Diem had suppressed all political opposition in the South, Communist or otherwise, and often sent them to concentration camps, thus ruining his relationship with the average people.
e. Administrative officials were to a large extent Catholic, as Diem was, many from the North. This caused friction between Diem and the largely Buddhist population of the South.
f. Diem replaced many village headmen with appointees of his own from Saigon.
1) Traditionally, village officials had been elected and consequently there was deep resentment caused among villagers.
2) Vietcong drew much of its early support from non-Communist South Vietnamese who were anti-Diem.

00043

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B History Since 1954 (Cont.)	g. The U. S. supported Diem and his tactics most of the time as long as he fought the Communists, and cooperated in military matters. h. When Diem moved against the Vietminh in the South, the "Vietcong" as Diem called them began their Guerrilla war. In 1961, the Vietcong organized a political unit, National Liberation Front (NLF). C. More escalation of U. S. involvement 1. President Kennedy chose to support Diem rather than pull-out or form coalition government. 2. U. S. aid increased, as did the number of advisors from 750 to 16,300, when Kennedy was assassinated. 3. American government kept secret for a long time that Americans were not only advising but were fighting in Viet Nam. 4. Next phase was to give air support to Diem's troops. 5. Buddhist Crisis in 1963 brought the end of Diem. a. Catholics and Buddhist were opposed to one another. b. Diem's army killed some Buddhists in a demonstration in Hue. c. Buddhist monks burned themselves in protest. 6. Generals in Vietnamese army organized a coup with American support in which Diem and his brother were killed after surrendering. 7. Government remained a chaos while the Vietcong and troops from the North grew in strength. 8. President Johnson decided to send combat troops to try to salvage the Viet Nam situation after Tonkin Gulf. 9. Bombing of the North was also begun which finally made this struggle very much an American War. 10. First troops just protected, but this evolved into sweeping operations hunting for the enemy. South Viet Nam government was not informed of arrival of U. S. combat troops and were critical because of it.	

00044

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B History Since 1954 (Cont.)	11. Government finally stabilized somewhat under Marshall Nguyen Cao Ky and nine other generals who took over rule of South Viet Nam. 12. After Ky took over, Communists began mobile attacks all over South Viet Nam. 13. U. S. Troop quotas were raised time and time again. 14. The use of more U. S. troops had turned the war around but the guerrilla war continued endlessly. 15. Meanwhile, Ky lost support among the people even though President Johnson had endorsed him at a meeting in Honolulu. 16. Ky found opposition from Generals in his army and Buddhists. 17. In 1967, demands for a free-election were yielded to by Ky and Nguyen Van Thieu was elected President, Ky was elected Vice-President. 18. The Communist attacked the cities in South Viet Nam in an offensive in 1968, but were defeated. 19. In 1968, President Johnson announced bombing restrictions of the North, and talks for peace with North Viet Nam began in Paris in May. 20. In November, 1968, all bombing of the North was halted. 21. January, 1969, expanded peace talks in Paris got under way between U. S. and South Viet Nam, and North Viet Nam and NLF. 22. Nixon began withdrawing troops during the last half of 1969. 23. Nixon continued withdrawing troops in a Vietnamization program in 1970. He plans to train, arm, and eventually turn over all the fighting back to the South Vietnamese. 24. Nixon order U. S. troops into Cambodia in April, 1970 to attack sanctuaries - troops were withdrawn by the end of June, 1970.	

00045

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Economic Lift	I. Economics	

A. Traditional economics of both North and South Viet Nam based on raising rice.
   1. Both areas rank among the world's leading rice producers.
   2. South area is more fertile with more land available to be cultivated.

B. French imperialism
   1. Uneven pattern of French military occupation partitioned the country into three artificial areas: North, Central, and South.
      a. Artificial division of country left most of industrial resources in the north.
      b. Left agricultural resources in the Central and South areas.
      c. South before 1954 had almost no industry.
   2. The economy under French rule:
      a. Began large-scale agriculture.
         1) New lands were opened to rice farming.
         2) Although the country never had much rice surplus, under the French, Viet Nam ranked third as an exporter of rice.
         3) New crops of rubber and coffee were introduced for export.
         4) Tea was exploited.
         5) Fiber plants were successfully grown.
      b. Colonies were used mainly as markets for goods and as sources of raw materials.
         1) Coal mines of North became so productive it had largest exports in Southeast Asia.
         2) The industrial countries of Europe and U. S. turned out the finished products.

00046

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Economic Lift (Cont.)	c. Business boom in Europe during French control. 1) Enriched a few within Indochina. 2) Sent huge profits back to investors in France. 3) Economic interest always kept Colonial policy alive back in French government in Paris. 4) Few industries in Indochina. a) French would not permit industry to develop to compete with industry in France. b) Also the French needed raw materials for their own industry. c) The French were afraid of developing a middle class Vietnamese who would want independence. d) Only a few products for local consumption were permitted to be produced, mainly in the north. d. Business boom also affects average Vietnamese. 1) French did make cities more sanitary. 2) Constructed railraods, roads, improved ports and harbors, and developed new harbors. 3) French did not want to put money into Vietnamese capital and public improvements, although some could not be avoided. 4) Most money for French imposed improvements came from local taxes levied and collected by the French. a) Hardest hit were the villages. b) Peasants were forbidden to sell or trade salt, opium, or alcohol. c) French established monopoly control of these commodities. d) These commodities had traditionally given peasants an added source of income which was greatly missed. 5. French planned and ran economy. a) Was purely colonial. b) The French did little to help the two Vietnamese once the countries were independent.	

23000

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Economic Lift (Cont.)	c) Viet Nam was an example of racial injustice. 1. All important jobs were held by Frenchmen. 2. Natives received only one-third of the salary Frenchmen received for doing the same work. 3. A French janitor at Hanoi University was paid more than a Vietnamese Professor with a degree from the University of Paris. e. Economy after 1954. 1) The South had almost no industry. 2) The South had to rely on rice and rubber exports which were 90% of her export trade. 3) Trade is the first casualty of war, therefore, the South's economy was in chaos. 4) North had some industry but soon increased its industrial capacity. f. Foreign economic and military aid after 1954. 1) U. S. aid to the South: a) Started as civilian aid to villages in 1956. b) Under Diem only two dozen factories were started in the South. c) Corps of Army Engineers started program of industrialization around Can Rank Bay in 1965. d) United States did not want aid money used for industries which were to be run as public enterprises. e) Because of political uncertainty private capital, even from the U. S., was reluctant to invest in South's industrial development. f) 78% of all U. S. aid went into the military establishment. g) Only $.50 per person per year was spent on social programs for people. Therefore, the quality of life showed no real change. h) By 1964, costs of war before combat troops was $2 million a day.	

000428

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Economic Lift (Cont.)	i) The U. S. paid compensation of $55 or $34 a head to the families of civilians whose death was caused by error. j) Rubber would have brought in $70 to $90 million if not for the war. k) U. S. did influence some foreign money to invest. 1. $38 million chemical plant - West Germany and France. 2. $50 million cement plant - France. 3. Foreign loans have paid for the installation of 3,000 mechanical booms - $46 million. 4. U. S. direct aid paid for the building of three sugar refining plants and two canning plants for pineapple juice near Saigon. 5. U. S. aid represents the highest per capital share of U. S. aid anywhere in the world. 6. South nowhere near self-sufficient economically. 7. Black market flooded with U. S. aid merchandise. 8. Legal exchange rate 110 piasters per U. S. dollar; black market rate is 300 piasters per U. S. dollar. 2) Soviet and Chinese Communists give aid to the North. a) While Diem led a policy of modest industrialization in the South, industrial growth in the North was rapid. b) For every factory built in the South under Diem, the north built 50. c) Communists overcame grave errors and basic	

00049

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Economic Lift (Cont.)	faults of their economic policies by sheer energy, persistence and above all, ruthlessness. (Facts needed to support his value judgment). d) The government in the north tried to destroy every port of the free market and dictate the prices at which the small producer could buy and sell. 1. Many property owning middle class were sent to labor camps. 2. Others went out of business because of excessive taxation. e) Because it was important, local production was maintained and became joint state and private enterprises. 1. "Capitalists" with needed skill were kept and eventually ended up as salaried employees of the state. 2. This group of businessmen became part of the class of manual and intellectual workers. f) Small traders and craftsmen were regarded as part of the workers class. g) Individual workers were turned into collective workers. h) Capitalism would turn up again and again in the north because of food shortages. 1. Socialization of agriculture and poor land in the North did not provide enough food. 2. Landlords and rich peasants had to be eliminated from village life. 3. Persecution of land owning peasants was severe.	

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V. Information Retrieval

Committee C

Economic Lift (Cont.)

i) Not until 1957 did Hanoi feel government forced reforms secure enough to withdraw regular army units from the provinces where rebellions had broken out.
j) Military aid included sophisticated weapons and advisors such as missiles and jet air craft.

g. Cities of Viet Nam
1) Only about 10% of the people of Viet Nam live in cities and towns.
2) Saigon, in the South, is the largest city in all Viet Nam.
a) It is a major port and transportation center.
b) Location of the national government is here.
c) Is becoming an industrial center.

D. Economic aid
1. The American public became aware of growing cost of war when President Johnson asked for a 10% tax surcharge to finance the war.
2. $26 billion was needed to pay for the war.
3. Over 750 planes were downed in the North; some of these planes were F-4 jets which cost $2.5 million each.
4. It has been established by several critics that it cost $300,000 to kill 1 Vietcong.
5. Flying the heavy bomber over the South from its Guam base costs $1,300 per hour or about $13,000 per round trip.
6. The summer riots in American cities called attention to the conditions in these cities and the need to use tax money for problems such as education, housing, economic opportunity, lawlessness, and environmental pollution.
7. Many critics felt our domestic programs were greatly underfunded because of the war.
8. Senators said that $66 million in tax money was being spent a day for 16 million South Vietnamese while leaving

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Economic Lift (Cont.)	20 million urban poor in the U. S. without enough help for a decent life. E. Moral implication of war. 1. Most disturbing for many Americans was the great number of Vietnamese civilian casualties. a. U. S. government propaganda tried to prove civilians were killed because of Vietcong terror just as much as U. S. bombing. b. Vietcong were more selective - use knife or rifle. c. The U. S. widespread use of napalm, a gasoline jell that ignites and explodes, and artillery against villages suspected of harboring Vietcong caused many civilians to die, d. The policy of shooting at anything that moved within a combat zone caused many civilian deaths. e. Vietcong have lately used rockets as well as terror attacks, but still the loss of life is much less than that resulting from U. S. action. f. Partly because of the civilian deaths the loyalty of the people is not with Saigon and the social structure is being smashed. g. U. S. medical aid and help for victims has good intentions, but is not nearly adequate. 2. Another problem was the dislocation of millions of South Vietnamese from their homes. a. Refugee camps were not nearly adequate. b. Villagers were removed from their home if strategic military reasons seemed to warrant this action. c. Often villages were burned along with crops and supplies so the Vietcong could not make use of them. 3. Opposition to the war grew because of the fear of what the war was doing to the American soldier.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Economic Lift (Cont.)	a. Letters reached home which told of "burning every hut in sight" and other horrible procedures routinely carried out. b. The Songmy incident caused many people to question moral conditions of the American soldier. 4. Indiscriminate bombing of the North also hurt the conscience of many Americans. 5. Graphic U. S. television coverage of the destruction in Viet Nam has reached and affected even more Americans. 6. Reports of Congressional leaders on the prisoner of South Viet Nam war camps and prisons filled with ill-treated political prisoners have affected public opinion toward the government the U. S. is supporting. 7. U. S. casualties as of 1970: a. 43,000 dead. b. 300,000 wounded. c. Longest war in our history. F. Developments in the Peace Movement 1. Toward the end of 1967, the debate about Viet Nam gave signs of dividing the American people more fiercely than any national issue since the Civil War. a. Both aims and methods were being questioned. b. American people no longer believed the war was being or could or should be won. 2. Politically peace became an important issue. a. McCarthy's victory in several primaries proved the people were thinking seriously about ending the war. b. Robert Kennedy and Sen. McGovern added to the argument that the peace movement and peace itself was a major issue in the presidential election and the political world. 3. Peace movement became national in the war moratoriums. a. First Moratorium day, peaceful demonstration October 15, 1969.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee C Economic Lift (Cont.)	b. Marches on Washington and peaceful demonstrations there were held in November, 1969. c. Another Moratorium Day was held in April, 1970. d. On May, 1970, in New York, a gathering of workers (hard hats) estimated at 60,000 to 150,000, rallied opposite City Hall to support Nixon's war policy. 1. Led by hard-hat-wearing construction workers. 2. They attacked anti-war protestors and used sticks and clubs. e. May 21, 1970 - New York workers and students against the war rallied among the UAW and Teamster members. f. In Washington, D. C. more than 1,000 New York lawyers went in May to lobby in Congress and among the Administration to show that the establishment, too, cares about ending the war. g. Many anti-war groups are being formed on and off campuses and in the establishment. 1. Some labor unions. 2. Business men's association against the war.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Quality of Life in Viet Nam-	A. Times are better for some in South. 1. Many more people own Hondas and cars because of industrial jobs in factory. 2. More people are going to school; three times as many as when the French were in charge. 3. Of course, there are areas of extreme poverty in Saigon. 4. Vice runs rampant in the city. 5. The Saigon police are often dishonest and involved in the thriving black market of U. S. goods. B. North Viet Nam - Society: 1. North Viet Nam has received as much aid from Communist-bloc countries as South Viet Nam has received from the United States. 2. In terms of figures, progress has been made toward creating a more efficient economy. 3. New crops have been introduced, such as rubber and coffee. 4. Education in North Viet Nam is being pushed even harder than in the South. 5. If a student is put out of school, he will work in rice fields or new canal projects in water up to his waist. C. Refugees (South): 1. They are generally ill-clothed and underfed, although American aid is making some progress. 2. Removed to land inadequate for their needs. D. The standard of living - South: 1. Land reform behind schedule. 2. Peasants have been uprooted from their homes in large numbers and forced to move to so-called "safe" areas, where they have been left without adequate means of subsistence.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee D Quality of Life in Viet Nam (Cont.)	3. In many cases U. S. aid never reaches the villages due tc the long chain of graft and corruption through which the aid must pass - about $.50 per person per year is spent. 4. Chicken farms are helping economy in villages where they are adequately financed by South Viet Nam government. 5. Millions of villagers live on the borderline of subsistence. E. The future of North Viet Nam 1. Industrial output had been affected by the bombing but is improving with Communist aid. 2. On the other hand, in 1969 agriculture began to show signs of crisis. a. Summer drought cut rice production b. Soviet wheat was imported. c. Chinese rice was imported. 3. There is rationing of almost all basic necessities and long lines at the food shops. 4. The South in the same period had excellent rice crops. a. Good weather b. New high yield rice. c. May soon stop importing rice from U. S.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E U. S. Involvement in Viet Nam	A. United States military involvement. 1. Advisors started in 1954. 2. Grew from 600 under Eisenhower to 30,000 under Kennedy and Johnson. 3. Under Johnson, first combat troops entered Viet Nam to protect installations - 3,500 Marines at DaNang, March 8, 1964. 4. More escalation of the war followed passage of Tonkin Gulf resolution by Congress giving President power to do anything to protect U. S. troops. a. Tonkin Gulf incident very vague. b. North Vietnamese boats fired on U. S. boats in Tonkin Gulf. 5. Air Force carried on bombing raids of both North and South. a. Bombing North started February 7, 1965. b. Bombing to South against infiltration routes and suspected Vietcong villages. c. Bomb tonage in one day over Viet Nam more than over Germany in height of World War II action. 6. From 1965 to 1967, several foreign countries attempted to arrange peace talks. Hanoi agreed, but Johnson would not appear to talk. 7. Bombing of the North stopped in March, and peace talks could begin in May, 1968. a. Peace talks were held in Paris. b. Talks included U. S. and Saigon's government plus Hanoi's government and National Liberation Front (NLF), the political arm of the Vietcong. 8. During 1969, the war in South Viet Nam continued with no major policy changes under President Nixon. 9. In late 1969 and 1970, President Nixon started withdrawing troops. a. He began Vietnamizing the war, turning the fighting back to the South Vietnamese.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E U. S. Involvement in Viet Nam (Cont.)	b. Nixon started withdrawing troops in late 1969. c. Military aid remains at a very high level. 10. In April 1970, the war expanded into Cambodia. a. Was done to destroy sanctuaries of Vietcong and North Vietnamese, and has been called successful. b. President Nixon says the Cambodian invasion was "highly successful". He reports vast numbers of weapons captured. c. Nixon critics claim the invasion was an error. 1) We were not invited into Cambodia by its government. 2) The amount of arms destroyed by U. S. troops could be replaced by one boatload. 3) Very few Vietcong were killed. 4) The displeased Vietcong merely went westward and brought new areas under their control while they were temporarily displaced from their near-Viet Nam camps. d. Much dissention around the country about the Nixon decision. e. There were many campus and off-campus demonstrations against the Cambodian decision. f. U. S. troops were withdrawn from Cambodia by end of June, 1970. g. Air support with U. S. planes still flown over Cambodia. B. Objection to military involvement. 1. When President Kennedy made firm the commitment in Viet Nam, voices were raised about the U. S. role there. a. President Kennedy was advised against a military solution by Major General Edward Lansdale. b. Others overruled Lansdale and Kennedy sent advisors. 2. Johnson's combat troop commitment brought anti-war sentiment to the surface as it swept across the country. a. Some were pacifists opposed to fighting any war. b. The majority of critics was against American involvement in a civil war between the Vietnamese.	

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STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee E U. S. Involvement in Viet Nam (Cont.)	c. Critics say both governments are undemocratic and the U. S. is wrong in backing one side against the other. d. The greatest fear is that the war would grow into conflict with Russia and China - possibly a nuclear conflict. C. War debate 1. Bitter quarrel between Senators, "Hawks and Doves" - anti- and pro - war factions. 2. "Teach-ins" were held at universities throughout U. S.; meetings for debate on the war lasted for days. 3. Dealing with the same set of facts people arrived at opposite conclusions. 4. There were demonstrations and marches against the war in many cities. 5. The country was divided over war issue. 6. Anti-war sentiment began to grow slowly in 1965-66, but alarmingly for the Administration in the year 1967. 7. No longer could protests be denounced as solely the work of "left-wingers," "draft-dodgers," "beatnik" and the "un-Americans." 8. The Administration and war policy critics: a. Professor Hans Morgenthau. b. Columnist Walter Lippmann. c. Senator J. William Fulbright. d. Senator Wayne Morse. e. Senator Ernest Gruening. f. Many senators made speeches against the war. g. October 1967, Republican senators fiercely attacked Administration policy. h. Thurston Morton of Kentucky said he had been "brain-washed" by the "military-industrial complex" into believing that a military solution was possible.	

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STRATEGY

VI. Reporting Committee Findings

SOME SUGGESTED REPORTING ACTIVITIES

COMMITTEES 1 AND 2 (HISTORY: BACKGROUND AND RECENT)

1. Make a time line. Have each of the committees contribute to its development.

2. Present a "You Are There" Program. Simulate an interview with a famous historian, voicing his opinions on Viet Nam. Simulate an interview with a 'hawk' and 'dove' Congressman. (Meet the Press style).

COMMITTEE 3 (ECONOMICS)

1. Prepare a "Saigon newspaper" telling of what is happening in the economy, what fears the businessmen would have if the war stopped abruptly or if U. S. aid were quickly withdrawn.

2. Prepare a graph showing the growth of Saigon since the military buildup. Prepare a graph showing per capita income since the military buildup. Give data for both the North and South.

COMMITTEE 4 (QUALITY OF THE AVERAGE VIETNAMESE LIFE)

1. Simulate an interview with a returned Viet Nam vet telling about life of the people as he saw it. (Or play tape of a real interview).

2. Write a "letter from Hue" telling of life in a small village or in Hue itself.

COMMITTEE 5 (U. S. INVOLVEMENT)

1. Have a debate over pros and cons of U. S. involvement or Vietnamization or the wisdom of going into Cambodia.

2. Simulate a 'hawk' and 'dove' interview on current alternatives.

3. Prepare a poster: "Alternatives in Viet Nam".

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STRATEGY	LEARNING ACTIVITIES
VII. Overview	After the committees have reported to the class, time should be allowed to review what has been learned and to evaluate the efforts of the learners. Perhaps the class will choose to consider all the original questions that were raised during the introduction to the unit (I, II, and III) to determine if all of them have been answered. The major questions will, therefore, be reviewed and thus a foundation will be laid so that students will be able to go beyond the material studied or arrive at generalizations. Beyond the specific questions raised during the introductory phase, the teacher will need to add some "big questions," questions which are broader than any specific topic of an individual committee. Some of these big questions might be: 1. Do you think the Vietnamese people will go Communist if North and South unite? Why? 2. What reasons are there to support or deny the domino theory? 3. Would you agree with a U. S. policy to stay out of all foreign conflicts? (Isolation) 4. What would you say if someone suggested that the next time there is a nation which might fall Communist, we should avoid a war and supply money to build up their basic industry? 5. Does the President have too much power over the military? 6. Is it unpatriotic to be against the war? 7. Should we really be in Viet Nam? 8. Will the U. S. "lose face" if we leave Viet Nam without a victory? 9. Should men who are against the war fight in Viet Nam? 10. Does the military have too much power in leading the U. S. into war? 11. Are all those American lives lost in Viet Nam wasted?

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STRATEGY	CONTENT
VIII. Generalizations	As a result of their studies, pupils can look at the specific events to ascertain the larger meanings and thus lead toward generalizing, the infering of principles of human behavior which we can detect from the analysis of related kinds of events. This procedure, however, requires much teacher skill so that the "right answer" is not given to the students and that exploratory answers are not summarily dismissed, causing embarassment. 1. Large powers will move in to preserve the balance of power when they perceive one of their allies slipping 'out of their camp'. 2. Nations will seek to gain power through converting or subverting other nations to their point of view. 3. Smaller nations must seek power through playing off larger powers against one another or by seeking an alliance of small powers. 4. The increase in war activities causes a state of inaction concerning the improvement of a lot of the people. 5. As war escalates, the potential of a total world war increases. 6. As large nations continue their attempts to manipulate the internal affairs of smaller nations, the potential for larger conflict increases. Obviously, as the class searches for the meaning of their study, they may arrive at a variety of other generalizations. These should be placed on a list, posted, and compared with those arrived at following the completion of other units in this curriculum sequence.

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STRATEGY	LEARNING ACTIVITIES
IX. Culminating Activities To reinforce and bring together the major learnings of this unit.	SOME SUGGESTED CULMINATING ACTIVITIES

1. Viet Nam vignettes

   A simple but most effective program can be prepared easily by drawing upon selected portions of the Reporting Activities of each committee. (See VI above). Thus the History groups can recreate their "You Are There" program followed by the economics groups discussing its Saigon newspaper, etc. Each committee then, would be responsible for about five to ten minutes of the culminating activity.

2. If the teacher believes that the time is available, he could guide the class into expanding any one of the many activities suggested in the Reporting Activities section (VI) such as the 'hawk' and 'dove' interview in which the findings of all the committees would be exposed.

3. The class can prepare a skit - "As the Martians See Viet Nam".

4. A most difficult but rewarding enterprise is the development of a slide talk. Students may take slides of photos in magazines and newspapers, may shoot their own scenes, and develop a taped script to accompany the script.

5. Choose a panel of "experts" from the committees and let a visiting class ask questions to the "experts".

6. Write an "up-to-the-minute" report on the situation in Viet Nam.

7. Role play the various positions the War has put different Americans in depending upon their own personal beliefs.

8. Write a class policy statement on the war outlining the effects on the U. S. that make the class choose their final position. (a minority position might also be written)

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Morgenthau, Hans. J. Viet Nam and the U. S. Washington: Public Affairs Press, 1965.
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